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In representing to the reader what has been done in the way of teaching instrumental music to whole groups of children at the same time, the author shows that there is no new good thing connected with the teaching of music of which he is not aware. Any teacher who earnestly uses this book as a reference for her own personal guidance will find that the teaching of music is not so difficult as she once thought, and she will probably be delighted to find the music hour the most pleasant one in the day.

A national system of education.—The reorganization through which education is now passing in the United States is uppermost in every educator's mind, is discussed in every educational magazine and meeting, and is of grave concern to every thinking man and woman who has the future welfare of the United States at heart. The gravity of the situation is due to the fact that the United States became a powerful nation under the old régime in education, and whether it did so because of, or in spite of, this régime is of little consequence to the majority of people. Because we did succeed while using it is coincidental evidence enough for them. But if it be true that we might have been more fortunate had we begun with a program such as is being promulgated today, then how poorly, indeed, can we argue in support of what we have done for religious education thus far in our history.

It is agreed by competent educators that America was fortunate in escaping in the very beginning the complications incident to religious education in our secular schools. Europe has never been so fortunate. But in divorcing religion from the secular program we fell into a very haphazard program of religious education which has nearly wrecked us upon the rocks of individualism and materialism. This is felt so keenly today that some kind of reaction is inevitable and at no late date.

One of the sanest programs yet set forth is that of Professor Athearn.¹ He frankly states that the church cannot ask the state to teach religion, but the church can teach religion at odd hours during the week and on Sunday. The church can and must organize and administrate a national system of religious education that will parallel and correlate with the national secular system which is in process of formation at the present time. He regards the Smith-Towner Bill as a large step in the direction of a unified, national, secular system of education, and accepts it as a challenge to the educational leadership of the church to produce a program which will be equally scientific, equally democratic, and equally prophetic. Such a program he has presented in the inspiring chapters of his timely and vital book. His discussion of national control, or direction, of a system of secular and religious education is extremely worth while at this, the most critical, time in the history of education in the United States.

Teaching as a profession.—In this day when there is considerable insistence upon giving young men and women an understanding of the many callings life has to offer them, it is with genuine pleasure that we note the effort put forth by

¹ WALTER SCOTT ATHEARN, *A National System of Education*. New York: George H. Doran Co., 1920. Pp. xi+132. \$1.50.

Yale University in publishing its Vocational Series. These books are written by the most authoritative persons obtainable, and they seek to give the reader all the information at hand, both for and against the different vocations discussed. The volume¹ here reviewed has to do with the profession of teaching. The author says, "To be helpful to one who wishes to decide whether it will be wise for him to adopt teaching as his profession, or to one who has already adopted it and is just entering upon his new work, is the aim of this book." This aim is fully carried out. Some of the author's sentiments are tinged with those of the "old school," but a majority of his thoughts about teaching are strictly up to date and unquestionably true.

No young man should enter a calling for life unless he knows what the calling has to offer him, whether he has the necessary qualifications to make good in this calling, and how he can best prepare to fulfil all the duties connected therewith. These things are clearly set forth in this volume. The book does not deal with comparisons and contrasts between teaching and any of the other professions; it deals strictly with the importance of the great art of teaching. Chapters i to iv are given to a discussion of the advantages, disadvantages, qualifications, and education of the man or woman who wishes to be a teacher. Chapters v, vi, and vii are devoted to instruction and government in the school. Chapter viii gives some of the qualities that are necessary to be an efficient teacher in a college. Chapter ix deals with a few general suggestions that are practical and helpful to prospective teachers, while chapter x shows how many of the local factors in a community may be improved so as to give the neighborhood the very best of schools. The last chapter is devoted to a brief historical account of nine of our greatest teachers in the history of the United States.

Every Step in Canning.—Teachers of domestic science and others will be delighted to learn of a new book² which gives in detail all the essentials in canning foods by the cold-pack method. Before the war our nation had grown more or less careless about the canning of foods. The necessities of war forced upon our attention the fact that we were as a people too dependent upon factory preservation of foods. The United States Government gave to our people a new method of putting up foods and little by little this method has become known throughout the land. It is still too little understood by our women and this book will undoubtedly serve a great purpose to spread the gospel of conservation of food products.

The text itself lives up to its title and really does show clearly and plainly how nearly all foods can be kept for a long time. Many things that the average person is prone to believe cannot be canned in the home are here shown to be as easily and as safely preserved as those which we have been used to canning. The author has made a conscious effort to be practical in her suggestions, and therefore fine-spun theories have been omitted. Tables, diagrams, and recipes

¹ HENRY PARKS WRIGHT, *The Young Man and Teaching*. New York: Macmillan Co., 1920. Pp. xiv+211. \$1.50.

² GRACE VIALI GRAY, *Every Step in Canning*. Chicago: Forbes & Co., 1919. Pp. vii+253. \$1.25.